

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Michael Hickman

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Buchanan Elementary School

(As it should appear in the official records)

School Mailing Address 6050 Manchester Highway

(If address is P.O. Box, also include street address.)

City Murfreesboro State TN Zip Code+4 (9 digits total) 37127-7812

County Rutherford County State School Code Number* 750-005

Telephone 615-893-3651 Fax 615-893-6222

Web site/URL http://www.bes.rcs.k12.tn.us/ E-mail hickmanm@rcschools.net

Twitter Handle

https://twitter.com/BESboro Facebook Page _____ Google+ _____

Other Social Media Link

YouTube/URL _____ Blog _____ twitter - @BESboro

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Don Odom E-mail: odomd@rcschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rutherford County Schools Tel. 615-893-5812

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Wayne Blair
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 11 High schools
 - 1 K-12 schools
- 46 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	38	36	74
1	49	41	90
2	31	37	68
3	48	31	79
4	42	33	75
5	42	31	73
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	250	209	459

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 18%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	44
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	47
(3) Total of all transferred students [sum of rows (1) and (2)]	91
(4) Total number of students in the school as of October 1	496
(5) Total transferred students in row (3) divided by total students in row (4)	0.183
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 4 %
20 Total number ELL
 Number of non-English languages represented: 4
 Specify non-English languages: Spanish, Lao, Mandarin, Arabic
8. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 218

Information for Public Schools Only - Data Provided by the State

The state has reported that 51 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
48 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	15
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: At Buchanan Elementary School we care about providing each student with the tools, skills, and resources needed to be lifelong learners. We share knowledge with each other, our students, parents, and community to intervene early and establish a pathway to success. We prepare students to be responsible citizens with endless possibilities.

PART III – SUMMARY

John Price Buchanan Elementary School is located on Highway 41 in the Southeastern area of Rutherford County. Buchanan Elementary dates back to July 30, 1925 when Governor John Price Buchanan and his wife gave 6.59 acres of land for construction of the original Buchanan High School. Years later the school became a first through eighth grade school. Then in 1977, our current school building was constructed two miles north of the original structure. With the county growing at tremendous rates, the district opened Whitworth-Buchanan Middle School in 2010. John Price Buchanan Elementary then became the K-5 school it is today.

The total enrollment of Buchanan Elementary is 467 students. Demographically, our student population is majority Caucasian, with eighty-six percent. The remaining population is six percent Asian, four percent African American, and four percent Hispanic. The percentage of low income students (i.e., students eligible for the free and reduced lunch program) has increased over the years, with this year being at forty-six percent of our population. Buchanan serves fifty-one students in Special Education Services. This is eleven percent of the population. Of that eleven percent, two percent are identified as gifted.

Our teaching staff at Buchanan Elementary is very diverse in years' experience, ranging from zero to thirty-five years. The average experience of our certified staff is 10.4 years with 25.6% with advanced degrees. Even though the building, administration, and teaching staff have changed over the years, Buchanan remains a strong effective school by being one of two Rutherford County Schools earning straight A's on the last State Report Card. Buchanan Elementary contributes its success to our staff, our students, and our supportive families. We intertwine our efforts to encourage our students to meet their full potential.

The purpose of our school is defined by our vision and mission statements. The vision of John Price Buchanan Elementary School is to care, share and prepare our students for endless possibilities. At Buchanan we care about providing each student with the tools, skills, and resources needed to be lifelong learners. We share knowledge with each other, our students, parents, and community to intervene early and establish a pathway to success. We also prepare our students to be responsible citizens with endless possibilities. Throughout our school, in each classroom, we have signs that reflect our vision motto. Our vision is also stated each day on announcements. More importantly, our leadership, teachers, and staff live this motto.

At Buchanan, to accomplish our mission we work together to promote a school culture with an environment that is safe and nurturing. We convene as professional learning communities by grade level every Thursday. In these meetings, our teachers share data from common assessments to drive their curriculum and instruction to meet each student's instructional needs. Buchanan's leadership fosters these stakeholders to also share in the process of decision making for their grade level and in contributing to the school's professional development. Professional development opportunities are conducted by our teachers using researched based instructional strategies to support and enrich our instruction.

To not only meet the academic needs of our students, Buchanan also provides multiple opportunities for students to succeed emotionally, physically, socially, and culturally. We do this through enrichment programs such as BES Archery team, Choir, Drama and Variety Club, Community Service Club ("Read, Right, Run"), and Character Education Program. Our Archery Team has given many students the opportunity to succeed at a unique sport relevant to their culture and community. Our Community Service Club, "Read, Right, Run", gives students the opportunity to engage in physical activity, and participate in service learning projects throughout the school year.

Buchanan takes pride in the united effort and communication with its parents. The Parent Teacher Organization has grown this year, and in collaboration with Buchanan teachers spotlight student learning and accomplishments. This is another way we provide opportunities for our students to experience success within their school and community.

For the past three years, Buchanan Elementary School has received straight A's on the State Report Card. For the 2011-2012 school year, Buchanan was in the top 5% of schools in the state for progress. In 2012-2013, Buchanan was identified on the Reward School Cusp List for Performance. This is defined as schools that are in the top 6 to 10 percent of schools for performance measured by a 1 year success rate. To receive Reward School status, a school has to be in the top 5 percent of schools in the state for performance—as measured by overall student achievement levels—and the top 5 percent for year-over-year progress—as measured by school wide value-added data. These 10 percent of schools receive recognition for their success under the accountability system. We are proud of these accomplishments, and with the positive collaboration amongst teachers, staff, and parents, John Price Buchanan Elementary is able to strive and meet the needs of the whole child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The State of Tennessee Department of Education believes that academic standards provide a common set of expectations for what students will know and be able to do at the end of a grade. While our state academic standards establish desired learning outcomes, curriculum provides instructional programming designed to help students attain these outcomes. Our district works to establish curricular programs that support student mastery of Tennessee's academic standards, while reflecting unique community values. Our state, district, and school believes instructional practices should provide each student with the best opportunity to meet these standards by supporting individual learning needs. Using our state standards, our teachers create essential skills for our students to learn at each grade level. Using these essential skills and standards our teachers generate assessments that we can then use to drive our instruction. Meeting the students where they are academically drives our curriculum. Our teachers use research based teaching strategies and collaborate with other educators to meet the needs of our students.

The Tennessee State Board of Education adopted new state ELA standards in 2010 to prepare students with the knowledge and skills they will need to attain higher education or careers in order to succeed in an increasingly competitive work environment. These standards emphasize critical thinking, problem solving, and creativity. Our state standards provide the base of our curriculum at Buchanan Elementary School. Our standards outline the reading, writing, language, speaking, listening, and research skills students will need to succeed in college and the workforce. With our state standards having a renewed emphasis on the close reading of complex texts, especially literary nonfiction, the ELA standards require all students to graduate ready to read and respond to the academic and technical texts they will encounter throughout their adult lives. Therefore, we incorporate non-fiction into all subjects, especially in science and social studies. We integrate reading and writing in all subjects as well. This gives our students many opportunities to practice the skills needed to attain a higher education. We strive to develop independent learners as they make their own choices with projects and assignments that foster a deep understanding of the subject matter at hand. We are also very fortunate to have the opportunity to incorporate technology into the instructional day. We have five student computers in every classroom, a mobile laptop lab, and two full functioning computer labs. These labs are used for research projects as well as enrichment and remediation intervention programs.

The State of Tennessee uses the eight Standards for Mathematical Practice as an important component of the mathematics standards for each grade and course, K-12. The eight Standards for Mathematical Practice are: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning. Our teachers have attended intense trainings that focus on teaching students to master the fundamentals of mathematical problem solving. Our teachers use instructional math tasks and task arcs to develop higher levels of thinking and reasoning. A task arc is a set of related tasks and lesson guides that focus on a small number of the Tennessee state math standards. Each task arc contains an overview and detailed information on how the tasks and lessons progress. These resources are provided for our teachers by our state on the Tennessee Department of Education's website. Our teachers incorporate manipulatives and hands-on experiences for our students each day to deepen their understanding and learning.

Our district does an excellent job supporting our science curriculum by providing us with hands-on science kits. Science Technology for Children kits are for all grade levels addressing all levels of thinking and branches of science. A key assessment tool as the students are progressing through the kits, is a journal that they use to answer questions and develop thinking. Our social studies curriculum is presented through research based strategies. Our teachers provide students the opportunity to create PowerPoints, projects, and authentic experiences to make history come alive. Our Tennessee state standards for English language arts (ELA) include a subset of literacy standards for teachers of history/social studies and science. According to our state department of education, these literacy standards do not change the subject-area content, which will continue to be governed by Tennessee standards for each subject. Rather, the literacy standards provide expectations for how students will read and write in those courses. By incorporating more reading of

complex informational text, holding students accountable to that reading through text-based discussion and giving students text-based argumentative and expository writing assignments, teachers are able to support our school-wide literacy efforts.

2. Other Curriculum Areas:

Buchanan Elementary offers a diverse and engaging related arts curriculum. Curriculum courses include Art, Music, Physical Education, Library, Technology-Typing, Drama and Variety Club, Choir, The Read, Right, Run Club and Activities and Archery Club. Each course listed offers an opportunity for student exploration and personal growth for all students. Related arts instructors and club sponsors will regularly work with educators during PLC to derive instructional plans to meet the needs of our general student population. Teachers often collaborate and create instructional plans that connect related arts content and classroom academics.

Students at Buchanan Elementary attend a daily related arts class for the duration of 45 minutes. Grades K-2 and Grades 3-5 are on a daily rotation schedule. Grades K-2 attend the following curricular areas during their scheduled time: Art, Music, Physical Education, Library, Technology-Typing. Grades 3-5 attend the following curricular areas during their scheduled time: Art, Music, Physical Education, Library, Clubs - Drama and Variety Club, Choir, The Read, Right, Run Club, Activities and Archery.

Our Art curriculum allows for students to learn through exploration and discovery while focusing on the elements and principles of design. Students are introduced to the history of art in our world, and explore the various media in which it is expressed. During art instruction students experience self-growth as they can express their creativity and learn to critique both their own works and the works of artists before them.

Our music department frequently collaborates with teachers at all grade levels to ensure integration of musical arts into the general curriculum. Students attend musical education for 45 minutes per week. During this instructional time, students have the opportunity to play various instruments, analyze musical compositions and time periods, and learn about the significance of music in our world. The music instruction that our students receive equips them with the knowledge that they need to become successful in their future endeavors.

At Buchanan, our physical education program emphasizes the development of fundamental locomotor, non-locomotor, and manipulative skills through the main content areas of educational games, dance and gymnastics. The motor skill foundations established during the elementary grades enhance children's social, cognitive and physical development and increase the chances of continued interest and participation in physical activity throughout their lifetime. Physical education strives to also enhance a student's knowledge of other subjects, such as: math, reading, social studies and science through hands on and interactive play.

Our school librarian often collaborates with classroom teachers to connect grade level standards to library instruction. Students visit the library for 45 minutes on a weekly basis. Students are encouraged to check out books from a wide range of genres to meet their own personal interest as well as their academic needs.

In a technology driven age, it is important for students to understand the basics of computer function and operation. Technology - Typing instruction is available to the general student population. Through computer based-differentiated instruction, our students are able to work at an appropriate instructional level. The online typing program also gives students an opportunity to receive typing instruction outside of regular school hours. Grades K-2 receive typing instruction one time per week for 45 minutes. Grades 3-5 have access to typing instruction during classroom computer use time.

Drama Club and Variety Club are available to grades 3 - 5 only. This is an elective course that students select based on student interest and course availability. Drama consists of explicit instruction, improvisational theater, communication study, and other various methods of play production. Students will often perform theatrical productions for the general student population and after school hours. Variety club spans many communication studies including sign language, Italian, and Spanish. Variety club also promotes school community through recycling and a mentorship with younger students.

Choir is available to grades 3 - 5 only. This is an elective course that students select based on student interest and course availability. Our choir often performs at school functions such as Grandparent's Day, School Wide Christmas Program, School Wide Pancake Breakfast, and Evening Choir Program. The school choir also performs at venues outside of our school. Such venues include: Local Nursing Home and Publix Grocery - our school partner. Students also study songwriting and attend a field trip visit to the County Music Hall of Fame in Nashville, TN.

The Read, Right, Run Club is available to grades 3 - 5 only. This is an elective course that students select based on student interest and course availability. This club focuses on mind, body, and spirit through community service opportunities and good health habits. Examples include: 2014 Canned Food Drive, visit to local nursing home, goody bags for soldiers, reading buddies with primary grades. Students weekly run / walk a mile on the school track and last year participated in the Nashville Country Music Kids Marathon.

Activities and Archery Club is available to grades 3-5 only. This is an elective course that students select based on student interest and course availability. Club sponsors include the general education teacher, school guidance counselor, and school resource officer. Sponsors plan various physical activities during this time. Activities include cooperative learning structures that allow students to support peers through teamwork and collaboration.

3. Instructional Methods and Interventions:

We strive to meet our learners where they are and help them grow through research based instructional methods and interventions. We use differentiated instruction to tailor content, process, products, or the learning environment through the use of ongoing assessment and flexible grouping. We strive to meet the needs of different learning styles through multisensory learning experiences and hands-on approaches. Our teachers create lessons that are rigorous and encompass all levels of Webb's Depth of Knowledge.

Our school has fully implemented the RTI2 (Response to Instruction and Intervention) framework. All of our students are given the Aimsweb universal screener three times per year. We use this screener to place all students in interventions or instruction that best meet their needs. Students who are found to be below the 10th percentile nationally are placed in Tier III intervention where they receive 45 minutes of small group instruction each school day based on their specific area of deficit by trained interventionists using research based methods. Students who are between the 11th and 25th percentile receive 30 minutes of small group instruction each day by a highly qualified teacher using research based interventions in their specific area of deficit. All students in these Tiers are progress monitored on a bi-weekly bases to ensure progress. The Professional Learning Community (PLC) meets in each grade level to ensure that students who are above the 25th percentile are placed in appropriate standards based interventions or enrichment based on Common Formative Assessments that are created and given by these teachers. Groups are flexible and change often based on data. Following the PLC model we use these four guiding questions: 1. What do we expect our students to learn? 2. How will we know they have learned it? 3. How will we respond when they don't learn it? 4. How will we respond if they already know it? Our efforts combined ensure that our students are achieving and learning at high levels.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

In the state of Tennessee, students' skills are measured by the statewide assessment called the Tennessee Comprehensive Assessment Program (TCAP). TCAP is administered to grades 3-8 and assesses the Tennessee State Standards for reading/language arts, mathematics, science, and social studies. Student scores can fall into one of four categories: advanced, proficient, basic, and below basic.

At Buchanan a performance trend in our TCAP math achievement is one of increase and overall progress. Our data shows that we have consistent gains in our tested grades until the 2013-2014 state assessment. With further data analysis we noted a decrease in our third and fourth grade achievement; however we saw a 22% increase in our overall proficiency in 5th grade math. A contributing factor to any decrease in achievement is the result of the change in Tennessee's state standards. This state mandate challenged our school to meet the rigor of the new standards with a curriculum that was not designed for the standards shift. Our district also encouraged us to teach common core standards even though our state assessment was not solely based on common core.

Looking at our English/Language Arts data we saw a varying trend in performance. Our fourth grade data showed inconsistent trends in ELA. The greatest increase in fourth grade ELA achievement was in our 2012-2013 school year. That year, our advanced percentage more than doubled. Even though we saw a decrease the next year by 12%, those same students showed a 17% increase in achievement when compared with their third grade data. Overall the fifth grade data showed an ELA performance trend increase, and our third grade showed a decrease in achievement.

In 2012-2013 our third and fourth grade ELA and math achievement peaked for students exhibiting advanced performance. The fifth grade ELA percentage of Advanced students also peaked in 2012-2013. While the percentage of Math Advanced students peaked in 2013-2014 for our fifth grade.

In 2013-2014, we were able to reduce the gap between our economically disadvantage students and our non-economically disadvantage in ELA from 11.90% to 7.4%. We did not meet our math gap closure goal for our economically disadvantaged versus non-economically disadvantaged for the 2013-2014 year. However, this goal is increasingly difficult to close because it is such a small gap. Our target was to close the gap by 0.10%. Although we missed this goal, Buchanan still achieved an 8% gap in this area. To address our gap closures, our teachers and administration collaborate during our Professional Learning Communities to analyze data and identify student needs and plan accordingly for remediation and enrichment. We have also implemented Response to Intervention and Instruction (RTI2) to meet the diverse needs of our student population. At Buchanan we annually strive for 100% academic proficiency for all grade levels and subjects.

Buchanan Elementary School has received straight A's in all areas on our State Report Card for the past three years. For the 2011-2012 school year, Buchanan was in the top 5% of schools in the state for progress. In 2012-2013, Buchanan was identified on the Reward School Cusp List for Performance. We are proud of these accomplishments, and with the positive collaboration from teachers, staff, and parents, John Price Buchanan Elementary is able to continually meet the needs of our students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

John Price Buchanan Elementary and our district, Rutherford County Schools, believe in the importance of making instructional decisions based on data. Data analysis provides educators a snapshot of student, teacher, and school performance. At Buchanan Elementary, TCAP data is disaggregated as a school by our data team and leadership as soon as the results are available. Our teachers not only look at the data for their current students, but also review the data for incoming students. This allows our teachers to reflect on the strengths and weaknesses of their personal teaching and their students' learning from the previous year, and to begin analyzing strengths and weaknesses of their incoming students. Next, teams look for any

concerning patterns in relation to demographic data including race/ethnicity, gender, special education, or socioeconomic levels in order to close the achievement gap. Closing the achievement gap means looking closely at our data from many different angles. With the help of our ESL teacher, SPED teacher, and our Data Team we make a plan each year to close the gap between our highest and lowest achieving students.

This year our state, district, and school have implemented Response to Intervention and Instruction (RTI2). Three times a year our school gives a Universal Screener to identify students who are in need of intervention in basic skills. We use this data to place the students in the Tier of intervention that will best meet their needs. Additionally, each week our teachers meet in Professional Learning Communities (PLCs) to create common formative assessments over the skills that their grade level has determined are essential to their students' learning. The data from the Universal Screener, along with our teacher made common formative assessments, helps us to place students in small groups for enrichment and remediation opportunities during our daily intervention time. Our district also creates and provides a benchmark test in January to help us assess our students' needs before the State Assessment in the spring. Teachers also use different types of classroom assessments including formal and informal assessments, running records, student work, and teacher developed rubrics to assess mastery in the classroom of all learning standards.

All of these assessments and the data collected are analyzed during each grade level PLC meeting each week. Our teachers use all of this data to drive their instructional planning to ensure high levels of learning for all our students. This, by far, is our most effective tool in ensuring the success of our students and our school. Our school works diligently at keeping parents, students, and the school community informed of students' academic achievement. Individual student information is sent home to parents through weekly folders, progress reports, and quarterly report cards. Parents and students have access to data in our iNow Parent Portal for classroom assignments and grades. Teachers provide additional information via individual emails, phone conferences, and classroom websites. Our school improvement plan is on our school website for all community stakeholders to see our achievement results and our plans for continuous improvement. Our district also schedules parent conferences twice a year after school hours, so parents have the opportunity to meet with teachers about their child's progress. Of course, our doors are open anytime to address any concerns or needs our parents have concerning their child.

Part VI School Support

1. School Climate/Culture

"At B.E.S. we care and share to prepare students for endless possibilities!"

Every day during our morning announcements students, faculty, and staff are reminded of our school vision statement. Our faculty and staff collaborate to ensure our school is an environment that is conducive to academic, social, and emotional growth. This collaboration is a key component in our overall achievement.

We have various school-wide methods that foster student motivation. At the end of the academic school year our principal awards students with a "Principal's Pride" award. Students that have 100% attendance with no early dismissals or tardies will receive this award. Our faculty and staff also motivate students by presenting awards at the end of each 9 week period for Principal's List, Honor Roll, Perfect Attendance, and Citizenship. Student behavior is positively reinforced with our school wide "Level-Zero Hero" award. Students are motivated to collaborate with their peers to achieve this award by exceptional class conduct in the hallway. Classrooms will earn a popcorn party when they receive ten "Hero" awards, and they will earn a pizza party when they receive twenty-five "Hero" awards.

Grade levels in our school create a variety of methods to positively reinforce academic achievement and success. Kindergarteners join the "Knotty Kids Club" and receive a ribbon when they learn to tie their shoe. First graders get the opportunity to read to the principal and receive a t-shirt when they meet their Accelerated Reader goal. Third graders become a "Multiplication Master" and receive a t-shirt when they master their multiplication facts. Fourth graders join the "Fraction Masters Club" when they master assessments on fraction operations. Fifth graders join the "Fact Frenzy Club" and get their photo posted in the school hallway when they master differentiated multiplication assessments. All of our school efforts combined create a school culture that harbors student success.

Ongoing teacher support is readily present and available throughout the school year. Teachers have multiple opportunities to voice their professional opinions and cultivate solution paths to solve issues that may arise. Teachers, faculty, and staff have the opportunity to nominate colleagues for a "Buzz Award" throughout the school year. Teachers receive nominations when they have gone above and beyond their job requirement. Several "Buzz Awards" are given with door prizes to nominees during faculty meetings each month. Teachers are also instructionally supported by our school RTI - Coach. The RTI Coach is readily available to discuss student achievement, model instruction, and co-teach. These are all ways our school engages and motivates students and teachers, while providing a positive environment that supports their overall success.

2. Engaging Families and Community

A school's success and path to improvement commences with involvement from the home and community. To develop our students' full potential here at Buchanan Elementary, we join together hand and hand with our community and families.

An important part of our involvement is organized through our Parent Teacher Organization. Each month, an open PTO meeting is held. To increase community involvement, a grade level is showcased at each PTO meeting. The grade level sharing will demonstrate what they have learned through songs, performances, and student led mini lessons focusing on academic content. Lessons focus on grade level standards such as combining sentences or methods of computation in math. Organized through PTO, parents are dispersed throughout the school for volunteer opportunities such as reading to students, helping teachers with classroom materials, and working with students to ensure their overall success. Spirit Nights at local restaurants in the community and recreational venues are promoted as well.

Special area teachers also collaboratively work with students to develop programs and teams for performances or competitions. Each December, a Christmas program takes place displaying musical talents

in both songs and instruments led by our music teacher. Also, throughout the year, dramas are performed by our talented students for the community led by our art teacher and ESL teacher. Our school resource officer, along with parents and volunteers from the community, lead a highly successful archery team that competes in tournaments throughout the area.

Literacy is another focus area for involvement. We work closely with Middle Tennessee State University and Read to Succeed each year for a Literacy Night. Read to Succeed provides books for each student to take home while MTSU provides research based reading activities that go along with the books given out that night with the intent of it being carried into the home. Families also eat a meal provided by the school and come and enjoy academic time together. Middle Tennessee State University also sends volunteers to work with our students in a variety of ways. Kindergartners are pulled for small group instruction leading them through the research process. First graders are pulled for lessons such as discovering facts about important people from our state. A Book Fair is held two times a year. Special nights are planned with extended hours so that parents and others can purchase books to be read together. Special guests from the community as well as family members are also invited to come and share their favorite story with the students on a special Reading in Schools Day.

Involving friends of the community and families promotes a positive environment at Buchanan Elementary leading to student success and school improvement. These strategies are a vital part of our school environment and overall success.

3. Professional Development

Our county and our school work together to provide professional development based on best practices for teachers to support student achievement and school improvement. Our county provides professional development based on the Tennessee Educator Acceleration Model (TEAM) which is the rubric used to evaluate teacher performance. Each area of the TEAM model is directly related to instructional practices that are best for student achievement. Teachers can choose options from various professional development opportunities throughout the county based on their refinement area which is the area in which they are encouraged to improve in their own professional development. Teachers in our county are required to complete 12 hours of professional development each year.

We also offer many professional development opportunities within our school. These opportunities are geared specifically to our teachers needs to increase student achievement through a survey that is collected at the beginning of the school year. This year, with the implementation of RTI2, there has been a focus on providing teachers with best practices in research based interventions. Interventions in math and reading are integral foundations to our students' academic success and high achievement. Each school in Rutherford County has an RTI2 Coach who attends professional development from the county and is charged with bringing that information back to the school. This year our coach has trained our faculty on Orton-Gillingham, which is a multi-sensory approach to reading instruction. Our coach follows up with teachers by modeling lessons and co-teaching to help teachers implement these new strategies. We have also had training for our faculty from our district level RTI2 Coordinator. He helped us learn to analyze the data that Aimsweb provides us about our students and know how to use that data to drive our instruction with students. Our kindergarten teachers expressed a desire to learn more about interventions for their students, so we had Kathy Daugherty, our district RTI2 Coach, come and model research based reading interventions for kindergartners. We brought in Marrie Lasater, who is a TNCore math trainer, to provide a half day training for all our teachers on "Instruction for Task Based Assessments." As a school, we see that the assessments of the future will bring more writing and higher level thinking and we want our students and teachers to be prepared. This training focused on utilizing manipulatives to teach from the concrete to the abstract in order to increase student achievement on complex task based assessments. All of these professional development opportunities at our school help to motivate our teachers, and support student achievement and school improvement.

4. School Leadership

The principal at John Price Buchanan Elementary School holds to a philosophy of leadership as a shared role among all stakeholders. By developing various leadership teams, our principal is able to use his diverse population of teachers, who possess a variety of strengths, in leadership roles throughout the school. We have a leadership team, professional development team, beautification team, data team, parent involvement team, sunshine team, respect and protect team, awards and incentives team, and a teacher appreciation team. These teams make decisions and lead our school in their designated area. Each team is facilitated by a teacher leader in our school, and helps cultivate a positive and successful school environment using all our resources to their fullest potential.

Our principal fosters a working relationship with our parents and community stakeholders by greeting students each morning in our car rider line and by welcoming parent volunteers. Each morning he visits classrooms to see student learning and to touch base with staff. Our principal offers student incentives to increase academic progress and motivation throughout the year. Incentives include, but are not limited to: reading to the principal, multiplication masters, and knotty kids club (kindergartners who have learned to tie their own shoes). When students master their goal, they receive recognition from our principal in various ways. Our principal also recognizes good behavior from students when they have "clipped up" in the classroom. He has a passionate belief in the power of positive behavior reinforcement. With both of these incentives/programs, students are given the opportunity to see authority figures as someone who wants to see them succeed in life.

In an effort to create teacher leaders, our principal provides time for teachers to meet in Professional Learning Communities once a week. During each grade level PLCs, he offers support and encouragement for the weekly tasks at hand. On Buchanan PLC days, he also collaborates with our assistant principal, Response to Intervention and Instruction (RTI) coach, and our school counselor to stay abreast of any essential information on our students. Once a month, he collaborates with other administrators in a formal PLC meeting to stay current on new policies, procedures, or instructional strategies to continually improve our students' achievement.

Our school leadership works closely with our Parent Teacher Organization which shows how working together truly contributes to overall school and student success. In partnership with our PTO, our teachers and students showcase their learning at each monthly PTO meeting. This gives parents the opportunity to see a glimpse of what their child is doing in the classroom, but more importantly it gives our students an opportunity to shine and feel successful. The joint effort of our teachers, administration, and parents make it possible to hold prosperous fundraisers that create memory making moments, and at the same time acquire the resources we depend on and desire in order to meet the needs of our students.

Working together, leading the way, is the culture our leadership fosters to ensure our student's success and achievement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	53	65	61	52	52
Advanced	17	20	10	13	14
Number of students tested	75	76	78	71	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	51	62	47	38	45
Advanced	14	19	3	0	0
Number of students tested	35	37	36	32	31
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	52	67	65	51	58
Advanced	16	20	11	0	0
Number of students tested	61	64	69	63	59
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Tennessee only qualifies subgroups for data reporting if there are 10 or more test takers.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	65	76	54	52	62
Advanced	25	33	9	7	24
Number of students tested	74	76	69	74	74
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	8	5	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	58	76	38	38	52
Advanced	16	36	5	11	13
Number of students tested	31	30	37	26	29
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	69	77	61	56	63
Advanced	25	34	8	18	25
Number of students tested	62	70	59	66	64
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Tennessee only qualifies subgroups for data reporting if there are 10 or more test takers.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	88	66	60	67	52
Advanced	59	27	25	21	16
Number of students tested	85	70	81	78	74
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	82	62	44	59	46
Advanced	48	21	18	14	7
Number of students tested	39	37	27	34	28
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	67	63	65	51
Advanced	60	28	30	16	16
Number of students tested	74	63	66	66	68
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Tennessee only qualifies subgroups for data reporting if there are 10 or more test takers.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	Jun
SCHOOL SCORES*					
Proficient and above	46	49	57	34	54
Advanced	9	10	15	3	12
Number of students tested	75	76	78	71	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	5	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	45	43	41	22	45
Advanced	2	5	5	0	0
Number of students tested	35	37	36	32	31
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	49	100	100	35	58
Advanced	9	12	14	0	0
Number of students tested	61	64	69	63	59
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Tennessee only qualifies subgroups for data reporting if there are over 10 test takers.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	66	78	56	58	68
Advanced	18	33	14	15	15
Number of students tested	74	76	72	78	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	8	5	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	58	70	51	50	62
Advanced	6	23	8	3	13
Number of students tested	31	30	37	26	29
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	71	79	59	59	69
Advanced	21	32	15	13	17
Number of students tested	62	70	59	66	64
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Tennessee only qualifies subgroups for data reporting if there are 10 or more test takers.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Tennessee Comprehensive Assessment Program</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	75	65	60	69	59
Advanced	7	14	9	9	5
Number of students tested	85	70	80	78	74
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	72	62	50	62	50
Advanced	2	5	7	2	3
Number of students tested	39	37	13	34	28
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	74	67	59	70	60
Advanced	6	15	9	10	5
Number of students tested	74	63	66	66	68
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Tennessee only qualifies subgroups for data reporting if there are 10 or more test takers.